**Unit Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 2 Native Speakers** | |
| **Theme:** | | **Personal and Public Identities** | |
| **Topic:** | | **Gender Roles, Occupation, Family obligations** | |
| **Learning Scenario** | | Students will identify what roles they have as a male or a female and compare those roles with previous generations. Students will also analyze how roles are defined via the media, education, occupations, etc. | |
| **Standard(s):** | | Goal 29 | |
| **Desired Results** | | | |
| **Understandings** | | * Gender is a social construct * Gender roles change over time * Language and the media can perpetuate roles in society * Many people have paved the way for gender equality | |
| **Essential Questions** | | * How is my gender defined? * What factors cause gender roles to change for the better or worse? * Who in society has attempted to bridge the gap in gender inequalities? * Why is gender equality important? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Identify and compare traditional gender roles in Latin America and the US | | | Gender vocabulary (gender, sex, equality, gender roles, feminism, suffrage, machismo, double standards)  Vosotros  Comparatives |
| Analyze how language and media promote certain gender roles. | | | Present tense |
| Compare and contrast different gender roles between different generations | | | Compare/contrast essay structure.  Introduction/conclusion paragraph structure. |
| Identify difficulties that famous people have overcome to break with traditional gender roles. | | | Present tense  Gender vocabulary (stereotype, discrimination) |
| Analyze the impact of the feminist movement in the US. | | | Title 9, women’s suffrage, proposition 8 |
| Comprehend and interpret authentic texts | | | Summarizing and questioning strategies |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Analyze an advertisement and write a reflection on what gender role is being promoted utilizing specific vocabulary. | | |
| Interpersonal | ? | | |
| Presentational | Interview and write a compare/contrast essay about gender roles differences between generations. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| * Compare/contrast outline between Franco letter and women’s roles in society today. | | | * Autobiography that includes the cultural vocabulary |
| Learning Activities | | | |
| * Group writing | | | |
| Resources | | | |
| Cristina Saraleguí video  Cristina Saraleguí reading  Roberto Clemente Reading  Sor Juana biographical Reading  Sor Juana *Hombres necios*  Oscar de la Renta Reading  Franco administration letter  *Resguardo* play excerpt  Mario Benedeti *Una carta de amor*  Song by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |